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AUTHOR King, John R., III
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ABSTRACT

A survey was conducted of all Webster University (Missouri) Extended Campus site directors (N=37) addressing the duties they associated with support staff positions at their sites. The directors were asked to assign relative importance in the duty rankings they listed and to show the job titles used for the positions at their sites. The 16 complete responses received were collected and grouped by rank, similar duties, and titles. From this data, a model was developed using the most common and logical titles identified in the survey. More complete and descriptive duty statements were written and matched to the titles with the assigned rankings to determine hierarchy. Finally, performance measurement standards were written for each duty. The resulting model is meant to serve as a guide for directors who wish to develop more comprehensive job descriptions for their support positions and who want to evaluate the performance of their employees on a job relatedness basis. Appendices include an outline of a workshop on site support staff position descriptions. (Author/GLR)

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WEBSTER UNIVERSITY

A PROPOSAL FOR JOB DESCRIPTIONS AND PERFORMANCE STANDARDS FOR WEBSTER UNIVERSITY EXTENDED CAMPUS SUPPORT STAFF

A PROJECT SUBMITTED TO WEBSTER UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE MASTER OF ARTS DEGREE

IN

HUMAN RESOURCES DEVELOPMENT

BY

JOHN R. KING, III

POPE AIR FORCE BASE, NORTH CAROLINA

MARCH 1993

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ABSTRACT

A review of the Webster University Handbook for Extended Campus Administration indicated little guidance was available to extended campus site directors for establishing and defining their support staff positions. A survey of all site directors asked them to identify the duties they associated with support staff positions at those sites. The directors were asked to assign relative importance rankings to the duties they listed in their responses and to show the job titles they used for the positions at their sites. Responses were collected and grouped by rank, similar duties and titles. From this data, a model was developed using the most common and logical titles identified in the survey. More complete and descriptive duty statements were written and matched to the titles with the assigned rankings determining hierarchy. Finally, performance measurement standards were written for each duty. The resulting model can serve as a guide for directors who wish to develop more comprehensive job descriptions for their support positions and who want to evaluate the performance of their employees on a job relatedness basis.

INTRODUCTION

This project evolved from a discussion with Dr. Robert Kugelmann, the Webster University site director at Pope Air Force Base, North Carolina. Our discussion concerned my career as a Civilian Personnel Officer with the Air Force and staff changes in his office. Dr. Kugelmann commented on the lack of clear and detailed job descriptions available for any of the support positions at Webster site offices. A review of the Handbook for Extended Campus Administration from the main Webster campus revealed little guidance on the types and duties of positions an extended campus should have. Additionally, there was limited guidance on the qualifications applicants for these positions should have and no indication of how a director should measure the performance of his or her staff.

This lack of information and the realization that all Webster site directors were forced to hire support staff under these conditions became the basis for a project for HRD 564, Applied Theories of Individual and Group Behavior. For that class, a skills training workshop was developed that involved all site directors in a group setting. The workshop was designed to identify the duties, skills, knowledges and abilities the

directors felt to be necessary to their support positions. As part of this planned workshop, the directors were to be asked several months in advance to make lists of the duties their support staff performed. The survey for this project implemented that request for duty lists and is at Appendix 1. The workshop design is at Appendix 2.

This project goes much farther than simply asking for lists. With the data supplied by the directors and drawn from local educational institutions, the goal for this project was to provide a working model for each director to use in building an organizational structure that meets the needs of each site. It also provides for a group of job titles and duties that are comparable across the spectrum of Webster sites with enough flexibility built in to each that positions can be readily tailored to fit local requirements. Using the results of this project, directors can create detailed job descriptions much as they would select from a menu. They can distribute duties and responsibilities efficiently and logically and measure employee performance against job related standards.

DISCLAIMERS & LIMITATIONS

There were several limitations associated with this project. Time is clearly the most obvious limitation. The project was initiated and completed during a seven week period. That difficulty was manifested by the return of only sixteen of thirty seven surveys. An additional limitation may have been created by the survey format. The site directors were asked to describe their support staff positions in a format used by human resource managers in a variety of settings but not familiar to Webster University. The directors who responded were asked to list specific duties for each position but responded with general statements concerning individual employees or by one or two word descriptions of employee duties.

Another possible limitation was the request by the Assistant Dean for Extended Campuses that this project stand alone as an Independent Studies project and that Webster University not be identified as a sponsor or partner of it. Considering the number of responses and the consistency of the data received, this possible limitation is difficult to evaluate.

REVIEW OF LITERATURE

Job posting has been described as an attempt to move people into jobs "they are interested in doing and which suits their skills." In order to do this, however, two things must be accomplished. The first is to define the duties, knowledges, responsibilities and skills that make up the position. The second is to describe the behavior and the expected results of an effective employee performing in the position (Fitz-enz 1984, 183). Describing what is really needed in a job helps managers and supervisors "cast the job at the right level and pay the appropriate salary." Doing this effectively will reduce the incidence of overqualified people being in jobs that do not motivate them and the resulting performance and turnover problems (Fitz-enz 1984, 218).

What this leads to is the concept of job analysis and job design. Job design defines the specific tasks of an individual or group of individuals. The questions of how, who and where are answered in this process. How detailed one gets in defining a job is often determined by the job itself and the nature of the organization. Where a higher level of training or education is required and the job involves responsibilities for decision

making, less specificity may be appropriate. However, all jobs require some structural orientation and some details are necessary for effective job performance. Achieving a balance here will result in a job description that is focused on the needs of the organization and able to interest and motivate the employee (Burack and Smith 1977, 168).

Job design, according to Byars and Rue, has three parts: individual tasks, methods of performing each task, and combining tasks into specific jobs. The first and third of these deal with job content, the second with how a job is accomplished. An effective job design process maintains a balance between specialization of tasks (too much of which can result in job boredom) and human needs. This balance would ideally result in jobs that are demanding, yet have variety, provide the opportunity for the employee to learn on the job, give the employee some decision making authority and recognition, and relate the job to the individual's broader social context.

Moving from the broad concept of job design, job analysis involves developing a list of duties and responsibilities for a job as it exists at the time of the analysis. It is separate from the knowledges, skills and abilities of the person holding the job, and, when completed, results in a job or position

description. It not only describes the functions of the position but can relate them to the characteristics of an employee qualified for it.

The uses of job analysis are varied. It can indicate when a job needs to be redesigned to meet changed circumstances. It can guide not only the recruitment and selection of employees but their orientation to the job and the organization after they are hired. Training needs, either for the new hire or for a current employee, can be more readily identified after a job analysis. Counseling employees on career development becomes more thorough when all jobs in an organization have been analyzed. Unsafe work procedures become more obvious, performance evaluations are more realistic when both the employee and the supervisor know the requirements of the job, and job analysis helps management determine what the job is worth to the organization and what level of compensation should be assigned to it (Byars and Rue 1984, 34).

How job analysis is done may depend on the nature of the job and who is doing the analysis. Simple observation of the work is one method although it is most effective with jobs having short, repetitive cycles. It is useless when establishing a new position unless the position will incorporate duties already

being performed in other positions. Interviewing employees performing the work is another technique that can work, but it can be time consuming and rather complex if more than one individual is interviewed about the same position. A more structured approach is the functional job analysis which involves distinctions between what gets done and what people do to get things done. Relationships to people, data and things are considered in terms of functions employees perform with each, and levels of difficulty are ranked from low to high. Questionnaires are also used in job analysis and include both objective and open ended questions. There are still other techniques available depending on circumstances (Byars and Rue 1984, 42).

There are problems associated with job analysis, not the least of which is human error. Both supervisors and employees may be reluctant to participate fully in job analysis if they fear some negative consequence would result. Adding or subtracting duties could change the compensation level of the job or eliminate it altogether. A sense of ownership may inhibit full disclosure of a job's duties to an "outsider." Since jobs change over time, the results of a job analysis will require periodic revalidation if its value is to be maintained. The federal civil service uses a combination of these analysis

techniques in conjunction with published guidance on job classification and qualifications. Interviews and observations are made at the work site and managers and employment and classification personnel confer on the title, job type, compensation level, and required qualifications before any hiring or promotion action is initiated.

Burack and Smith look at job analysis and the work it attempts to define from both a human and a process point of view. Understanding the relationship between the worker and the work is the objective of their analysis. Job analysis results in a description of work methods, techniques, responsibilities, and relationships that enables an individual's knowledges, skills, and abilities to be matched to a job. It also helps define the place in the larger organization for the job holder. Job analysis helps to resolve the question of which is best: Fit the job to the person or the person to the job? Burack and Smith believe both are useful and that most jobs and work environments lend themselves to modification without difficulty (Burack and Smith 1977, 155).

The job description provides both functional and organizational information. It tells the employee and the supervisor what must be done in the job and helps define

parameters for recruiting, interviewing and selection. Burack and Smith identify four parts of a job description:

1. The organizational position or where the job is located in the organization structure.

2. The summary or the critical elements of the position.

3. The major job responsibilities.

4. The principal working relationships.

Clearly, a job description that includes these four parts will help to avoid confusion, misunderstanding, and questions about what is to be done. It will place the job in the context of the organization and will simplify the process of selecting employees, training them, and rewarding their performance. When the recruitment process begins, the question, "What kind of people are we looking for?" is answered by the job description. Not only does the job description help define objectives, but it helps identify the kinds of employees the organization will need in the future (Burack and Smith 1977, 162).

The benefits of a thorough job analysis are most obvious when one considers the practices that have often caused trouble for employers in the areas of equal employement opportunity (EEO) and affirmative employment. Discrimination complaints were often won when an employer could not substantiate an action or a

policy to the requirements of a job. In Griggs v. Duke Power (1971), an educational requirement effectively barred minorities from certain positions. When challenged in court, the company could not prove its educational policy could predict successful performance in the positions in question. While the company did not intend to discriminate against the complainants, the policy was found to result in discrimination. Whether this type of situation was intentional or not is not the point. A detailed job analysis could have supported the policy and justified hiring individuals who had attained the required education or would have shown it to be irrelevant and a poor policy (Twomey 1990, 8). Job analysis will not guarantee that employers will avoid discrimination complaints, but it will go a long way toward helping employers find the workers they need and get what they pay for.

DESCRIPTION OF THE EXISTING SITUATION

To aid site directors in the administration of the extended campus system, Webster University regularly publishes and updates a Handbook for Extended Campus Administration. This handbook fills two large large three-ring binders and provides guidance and policy on all aspects of the Webster extended campus system.

This project has focused on those sections of the handbook that discuss policies and responsibilities associated with the director and subordinate staff in each site office. It should be noted that few of the sections in this part of the handbook are more than one page long, and most are no longer than a few paragraphs. The only time the term "position description" appears is in the title of section I. B. 1c., Position Description of Directors. This description lays out in very broad terms three categories of responsibility: to the students; to the instruction program; and to the administration of the extended campus office. While identifying for the director the appropriate focus of the position, the position description stops short of describing the specific duties contained in the job required to be performed. In the same manner, the section on

Evaluation of Program Directors, I. B. 1a., explains very generally how a director's performance will be monitored but gives no specifics on the standards to which that performance will be compared.

The section dealing with the support staff is considerably less detailed. Section I. G. 1. gives hiring guidelines including the need for approval to hire from the associate dean, the serviced student population justifying support staff, and the need to advertise and interview with affirmative action guidelines in mind. The mechanics of the hiring process are made clear, but the duties and the corresponding qualifications for these positions are not mentioned.

Next, the handbook discusses time sheets and how they are filled out and turned in. This is followed by a one paragraph description on when support staff evaluations are due. Two forms are included for the evaluation. The first is to be filled out by both the director and the staff member separately prior to an evaluation interview that is recorded on the second form. The first form addresses six items using a four point scale running from Exceptional to Below Average. This form has some value in that it is used throughout the extended campus system allowing one to compare employees. What it lacks are standards to which

performance can be compared. These evaluations are then used by the main campus administration to determine eligibility for and amounts of annual pay raises. While the staff member may believe his or her work is of exceptional quality, the director may not. The interview is intended to resolve discrepancies and come to a common understanding which is then reported to the main campus.

The difficulty with this procedure is its subjectivity and its timing. There is no provision for objective measures of work. More than that, there is no objective statement of work. Without a position description and standards of performance, neither the staff member nor the director can have a clear understanding from the beginning of the rating cycle of what the other wants or expects.

The final sections of the handbook pertinent to this project concern converting part time employees to full time, promoting support staff employees to Program Assistant and providing outside training to office personnel. The last section deals with hiring short term temporary employees. As before, there is no guidance concerning duties or performance standards with which to evaluate an individual's qualifications and eligibility for any of these actions.

The approvals needed to fill support staff positions are

based on student population and therefore, one assumes, revenue. Webster University is also committed to affirmative action and equal employment opportunity. What the current system lacks is an effective way to ensure that hiring actions "give you your money's worth" in terms of matching qualifications to job requirements. Additionally, the lack of clearly described duties and objective measures of performance raises the possibility that the subjectivity of hiring and firing decisions could be effectively challenged on grounds far removed from merit and job performance.

DESCRIPTION OF RESEARCH CONDUCTED

The survey at Appendix 1 was mailed to each extended campus site director or representative and asked them to describe the support staff positions at their location. Of the thirty seven surveys mailed, sixteen were returned with the requested information. Two other surveys were returned with apologies that lack of time prevented their being completed. All responses followed the format sent with the survey and the majority provided a rank order with the listed duties. Thirteen more or less distinct titles were identified on the responses and several sites used the same titles for similar positions, Secretary and Office Manager being the most common. The titles currently being used at the responding sites were:

Office Manager

Secretary

Graduate Secretary

Undergraduate Secretary

Secretary/Receptionist

Academic Secretary

Site Representative

Administrative Assistant

Evening Office Assistant

Bookstore Manager

Computer Lab Assistant

Financial Aid Coordinator

Community Relations Coordinator

The duties associated with these titles were often described in one or two words and only occasionally were complete sentences used to discuss their function and purpose. "Types," "Liason (sic) with faculty," "Sells books" were found throughout the responses. Verbs such as "assists," "acts as," "runs" and "makes" were used without a full explanation of what duties were really involved in the job element. For ease in reporting the initial data, the survey responses have been edited of extraneous words and simplified to retain the sense of the overly broad task statements submitted. These edited duty statements were then combined under eight titles derived from the thirteen submitted. Under each title the duties are listed in the rank order identified by the respondents and, as a result, often appear with different rankings and under different titles. The following pages list the duties, by title, reported on the returned surveys.

OFFICE MANAGER DUTIES

Most Important (1) to Least Important (8)

1. Manage office and building (where appropriate)
   Process all registrations, and related paperwork
   Process all financial aid, VA certification and billings
   Process requests for transcripts, advancement to candidacy
   Supervise subordinate staff

2. VA certification
   Assign duties to subordinate staff
   Process and submit all paperwork to St. Louis
   Publicize WU programs in local area
   Assure special projects and mailings are accomplished

3. Greet and provide information to public and clients
   Interview/select office staff
   Monitor billings, purchases and payments
   Performs quality control on all administrative work

4. Supervises subordinate staff
   Orders, sells and inventories textbooks
   Reconciles payments and billings
   Acts as assistant director

5. Collects, reviews and reports grades
   Develops course summaries
   Develops newsletters

6. Prepares course summaries
   Monitors funds; orders supplies
   Plans graduation ceremonies

7. Prepares petitions to graduate
   Manages textbook ordering

8. Assists, coordinates with and acts as liaison with faculty on directed studies
   Types (reported consistently)

SECRETARY DUTIES

Most Important (1) to Least Important (10)

1. Maintains computers and LAN system
   VA certifying official
   Greets public; handles inquiries or refers
   Processes registration, application, admission forms
   Ensures paperwork of various types is complete

2. Types, files, copies, computer input
   Processes registration forms
   Maintains and supervises library
   Responds to calls/inquiries
   VA certifying official
   Registers students
   Coordinates classes and faculty
   Solves student problems

3. Provides administrative support
   Greets public and clients
   Computer data entry
   Prepares registration packets
   Maintains class rosters, syllabi, reading (text) lists
   Maintains files, types, copies
   Maintains library

4. Registers students
   Greets visitors
   Processes all correspondence and computer input
   Compiles reports
   Maintains files
   Sells books
   Prepares and maintains rosters

5. Types and orders supplies
   Sells books and reconciles accounts
   Maintains and retrieves files
   Schedules appointments
   Reports grades and deals with transcript issues
   Prepares syllabi

6. Maintains office computer

Registers students
Makes copies and types syllabi
Processes grades, petitions, evaluations and checks
Coordinates business problems
Mails marketing packets
Provides back-up to others

7. Orders supplies
Acts as liaison with faculty
Sells books
Greets public and clients
Prepares rosters and processes evaluations

8. Maintains library
Compiles, checks petitions to graduate
Orders textbooks
Processes tuition payments; maintains books
Instruct on computer
Types syllabi; prepares rosters

9. Compiles advance to candidacy lists
Types
Maintains files
Complete reports
Input to computer

10. Prepares reports
Sells books
Coordinates graduation requirements
General office duties

SITE REPRESENTATIVE DUTIES

Most Important (1) to Least Important (10)

1. Running the office
   Customer service ("trouble shooting")
   Registration
   Payment processing

2. Student problem solving
   Marketing program on base

3. Process registration forms
   Coordinates with Base Education Office

4. Registers students
   Coordinates with main campus

5. Helps select and orders all textbooks
   VA certifying official

6. Supervises subordinate staff
   WU liaison at base

7. Verifies rosters

8. Verifies grade sheets

9. Checks graduation details

10. Sells books

BOOKSTORE MANAGER DUTIES

Most Important (1) to Least Important (7)

1. Sells books
2. Does textbook reconciliation at end of term
3. Stocks and inventories textbooks each term
4. Returns textbooks at end of term
5. Provides customer service
6. Assists in library
7. Distributes VCRs and TVs; maintains A-V equipment

COMPUTER LAB ASSISTANT DUTIES

Most Important (1) to Least Important (9)

1. Maintains the computer lab and office computers
2. Assists students and faculty with computers
3. Demonstrates lab equipment during orientation
4. Responds to faculty requests for demonstrations
5. Projects needs and costs for future lab purchases
6. Develop computer programs for office and lab
7. Troubleshoots computer problems
8. Assists evening assistant when time permits
9. Assists in arranging classrooms (tables and chairs)

EVENING OFFICE ASSISTANT DUTIES

Most Important (1) to Least Important (9)

1. Answers telephone
2. Answers student questions; solves their problems
3. Types
4. Files
5. Makes copies
6. Maintains library
7. Packs and unpacks books; assists with sales
8. Arranges classroom furniture
9. Operates audio-visual equipment

FINANCIAL AID COORDINATOR DUTIES

Most Important (1) to Least Important (5)

1. Provides financial aid packets to students and briefs them on procedures

2. Ensures forms are completed properly and video is shown

3. Coordinates information requests with students

4. Provides information on loan status and other aspects of the program

5. Disburses checks; processes and files signed copies

NOTE: All of these steps carry equal importance in this program

COMMUNITY RELATIONS COORDINATOR DUTIES

Most Important (1) to Least Important (10)

1. Responds to inquiries from prospective students
2. Prepares and mails information packets
3. Maintains media statistics for all programs; files reports each term
4. Participates in education fairs
5. Processes annual mailings
6. Participates in trade shows, meetings and conventions
7. Writes and mails press releases
8. Meets with local media; prepares correspondence and maintains bulletin boards
9. Works on marketing information
10. Updates library information sheet annually

The preceding lists of duties seem to cover a wide range of responsibilities, required skills, knowledges, and abilities. What is difficult to determine from them are the specific tasks associated with a particular job and the knowledges, skills, and abilities an employee must have to perform effectively in it.

The following section develops recommendations for describing these duties in better detail and offers some performance measurement standards to aid both the employees and the directors in assuring that the appropriate work is done correctly.

SUGGESTED IMPROVEMENTS AND RECOMMENDATIONS

As mentioned before, the duty titles of Office Manager and Secretary were most commonly found at the responding sites, and each site reported certain functions being performed, regardless of the size of the program and the numbers of employees in the site office. This situation demands flexibility in assigning and describing duties. The following recommendations are intended to allow that flexibility while providing greater detail in describing the work to be performed. With each duty, a performance standard is offered as an effective way to measure results. Should circumstances in a particular extended campus office require a different emphasis for accuracy, timeliness, or other measurement criteria, these suggested standards can be modified, expanded, or replaced altogether.

Any performance standard developed and used should describe "satisfactory" performance. In other words, there should be room for better or "outstanding" performance -- the standard can be exceeded -- and it should be clear what poor performance is -- the standard was not met. This approach has been used in developing the standards that follow. Where a particular job has elements or duties that cannot fail (e.g., "No

safety violations are permitted" or "No Privacy Act violations will be committed."), efforts should be made to develop additional performance standards that can be exceeded or where failure to meet the standards will not cause irreparable damage or can be corrected with training and improved supervision.

The titles, groupings of duties and corresponding performance standards in this section are recommendations based on the data received. It is anticipated that directors or site representatives of smaller offices in the extended campus system will expand the job descriptions of the few positions they have to incorporate all of the responsibilities found at those sites. Sites with more authorized support positions may want to be more specialized and to limit the range of duties found in each position.

The rankings reported on the survey and which were used to develop the following job descriptions can be used as guides in applying them to specific situations in the extended campus system. Assuming a director agrees with the rankings as shown, developing job descriptions to meet his or her needs both in assigning work and establishing an office hierarchy for purposes of pay and authority becomes relatively easy. Similar to choosing items from a menu, selecting duties automatically

includes their rank number. When added together, those numbers give a point total or score for each position. In this model, the higher the score, the more critical or important the job is. This is clearly "reversing the field" from the data received on the surveys, but associating the higher scores with the more important duties should make the model easier to use. Comparing the scores of the jobs in an extended campus office automatically establishes the office hierarchy. Using the ranking of each duty allows directors to distribute work in the most logical fashion and can be related to pay and promotion determinations as well as qualification determinations and identification of training needs.

When reading the job descriptions that follow, it should be remembered that the titles and groupings of duties were derived from the surveys returned. They are a model that directors can use as is or change to suit their unique situation and are not intended to be the final word in position descriptions for the extended campus system.

OFFICE MANAGER
Duties and Standards

Most Important (10) to Least Important (5)

10. Processes all forms and paperwork relative to admission applications and course registration.
Std: Forms are correctly completed within required time limits. No more than one error resulting in invalid applications or registrations are permitted in a single term.

Supervises subordinate staff and manages the office within the policies/procedures of the director and W.U.
Std: No more than one problem resulting from oversight or failure to follow policy/procedure is permitted per term.

Ensures requests for transcripts, advancements to candidacy and petitions to graduate are processed in a timely manner.
Std: No more than one instance per term is permitted where, due to controllable circumstances, a student loses eligibility for admission, candidacy or graduation.

9. Completes special projects and reports required by W.U. or the site director.
Std: No more than one project or report is completed late or incorrectly during a term.

Publicizes the W.U. program in the local community in a variety of media.
Std: No more than one occasion per term is allowed where incorrect information is released or media deadlines are missed.

8. Greets public and responds to requests for information on the W.U. program.
Std: No more than one valid complaint is permitted per term where employee was rude to a customer or incorrect information was provided.

Interviews and selects office staff.
Std: No more than one instance during a calendar year where EEO/Affirmative Action guidelines were violated or qualification and selection criteria were not documented and available for subsequent review.

Is responsible for documenting and validating purchases, billings and payments for office supplies, textbooks and services.
Std: No more than one occasion per term is allowed where proper records were not maintained.
Std: No more than one occasion per term is allowed where billing statements or payments were processed after the due or payment date.

Performs overall quality control for office administrative functions assigned by the director.
Std: Develops and maintains standards of quality for subordinate staff and reviews those standards with staff members each term.

7. Orders, sells and inventories textbooks.
Std: One controllable instance allowed per term where textbooks are not available by start of class.
Std: Receipts from book sales and end of term inventories must balance.

Reconciles payments and billings on a monthly basis.
Std: Maintains accounting records in accordance with W.U. directives with no more than a 2% error rate.

Acts as assistant director.
Std: No more than one instance per term is allowed involving failure to assume delegated responsibility.

6. Collects and reviews data and completes reports on grades and other recurring issues.
Std: Reports are available for the director's review at least three work days in advance of their due date.

Develops newsletters.
Std: Final draft of newsletter is available for director's review not later than five work days prior to publishing date.

Develops course summaries.
Std: Course summaries are completed not later than one week prior to the publishing date of the appropriate course schedule.

5. Plans graduation ceremonies.
Std: Arrangements for graduation ceremonies are substantially complete two weeks prior to graduation date. Difficulties are briefed to the director within one day of their being identified.

Types, files and makes copies as required.
Std: Final copies of typed documents will have no more than two typographical or grammatical errors per five documents submitted for signature/approval.
Std: Files are retrievable within ten minutes of requests for them.
Std: No more than one out of ten copies is unusable.

SECRETARY
Duties and Standards

Most Important (10) to Least Important (3)

10. Maintains computers and LAN system.
Std: Problems are identified and action initiated to correct them on a daily basis.

Processes all forms and paperwork relative to admission applications and course registration.
Std: Forms are correctly completed within required time limits. No more than two errors resulting in invalid applications or registrations are permitted in a single term.

Greets public and responds to requests for information on the W.U. program.
Std: No more than one valid complaint is permitted per term where employee was rude to a customer or invalid information was provided.

Serves as the Veterans Administration certifying official.
Std: No more than one instance per term where certification is incorrect or inappropriate.

9. Types, files, copies and inputs data to the computer.
Std: Final copies of typed documents will have no more than two typographical or grammatical errors per five documents submitted for signature/approval.
Std: Files are retrievable within ten minutes of requests for them.
Std: No more than one out of ten copies are unusable.
Std: Data input results in no more than two rejects per twenty entries.

Serves as point of contact for students with questions or problems.
Std: Uses knowledge of policy and programs to resolve problems or answer questions within ten minutes.
Refers or makes appointments with appropriate person on those issues beyond knowledge or scope of position.

Coordinates classes and faculty.
Std: No more than one occasion per term where due to oversight or error class schedules and faculty assignments are in conflict.

Maintains and supervises library.
Std: No more than one occasion per term where reserve books are unavailable.
Std: No more than one book per term is unaccounted for due to poor record keeping.

8. Prepares registration packets.
Std: Packets are complete and ready for use/distribution one week prior to registration.

Maintains class rosters, syllabi and reading (text) lists.
Std: Class rosters are updated not later than noon Monday of each week during a term.
Std: Syllabi and text lists are completed not later than one week prior to start of classes.

7. Collects and reviews data and completes reports on grades and other recurring issues.
Std: Reports are available for the director's review at least three work days in advance of their due date.

Orders, sells and inventories textbooks.
Std: One controllable instance allowed per term where textbooks are not available by start of class.
Std: Receipts from book sales and end of term inventories must balance.

6. Orders office supplies and maintains account records.
Std: No more than one instance per term where needed supplies were not available.
Std: No more than one occasion per term is allowed where proper records were not maintained or payments were processed after the due date.

5. Processes grades, petitions, evaluations and checks.
Std: Grade reports and evaluations are processed within ten working days of the end of classes.
Std: No more than one problem per term is permitted involving a student's records.

Assembles and mails marketing packages.
Std: Packages are made available to interested parties not later than two weeks prior to the start of the term.

4. May be required to instruct subordinate staff on use of computers and other equipment used in the office.
Std: Takes steps to correct knowledge or ability deficiencies within five working days of identification of the problem.

3. Plans graduation ceremonies.
Std: Arrangements for graduation ceremonies are substantially complete two weeks prior to graduation date. Difficulties are briefed to the director within one day of their being identified.

SITE REPRESENTATIVE
Duties and Standards

Most Important (10) to Least Important (5)

10. Greets public and responds to requests for information on the W.U. program.
Std: No more than one valid complaint is permitted per term where employee was rude to a customer or incorrect information was provided.

Processes all forms and paperwork relative to admission applications and course registration.
Std: Forms are correctly completed within required time limits. No more than two errors resulting in invalid applications or registrations are permitted in a single term.

Supervises subordinate staff and manages the office within the policies/procedures of the director and W.U.
Std: No more than one problem resulting from oversight or failure to follow policy/procedure is permitted per term.

Reconciles payments and billings on a monthly basis.
Std: Maintains accounting records in accordance with W.U. directives with no more than a 2% error rate.

9. Serves as point of contact for students with questions or problems.
Std: Uses knowledge of policy and programs to resolve problems or answer questions within ten minutes. Refers or makes appointments with appropriate person on those issues beyond the knowledge or scope of position.

Publicizes the W.U. program in the local community in a variety of media.
Std: No more than one occasion per term is allowed where incorrect information is released or media deadlines are missed.

8. Processes all forms and paperwork relative to admission applications and course registration.

Std: Forms are correctly completed within required time limits. No more than two errors resulting in invalid applications or registrations are permitted in a single term.

Acts as liaison and coordinates the W.U. program with the Base Education Office (BEO).
Std: Schedules and time limits are coordinated with the BEO and W.U. Two weeks prior to the start of the term.

7. Orders, sells and inventories textbooks.
Std: One controllable instance allowed per term where textbooks are not available by start of class.
Std: Receipts from book sales and end of term inventories must balance.

Serves as the Veterans Administration certifying official.
Std: No more than one instance per term where certification is incorrect or inappropriate.

Maintains class rosters, syllabi and reading (text) lists.
Std: Class rosters are updated not later than noon Monday of each week.
Std: Syllabi and text lists are completed not later than one week prior to start of classes.

6. Collects and reviews data and completes reports on grades and other recurring issues.
Std: Reports are available for the director's review at least three work days in advance of their due date.

5. Plans graduation ceremonies.
Std: Arrangements for graduation ceremonies are substantially complete two weeks prior to graduation date. Difficulties are briefed to the director within one day of their being identified.

BOOKSTORE MANAGER
Duties and Standards

Most Important (10) to Least Important (9)

10. Orders, sells and inventories textbooks.
    Std: One controllable instance allowed per term where textbooks are not available by start of class.
    Std: Receipts from book sales and end of term inventories must balance.
    Std: Books are returned not later than two weeks after the end of the term.

    Greets public and responds to requests for information on the W.U. program.
    Std: No more than one valid complaint is permitted per term where employee was rude to a customer or incorrect information was provided.

9. Assists in library.
    Std: No more than one error per term in re-stacking, checking in or out books.

    Controls, distributes, inventories and maintains audio-visual (A-V) equipment.
    Std: No more than one occasion per term where requested A-V equipment is not available for class.
    Std: No more than one occasion per term where lack of maintenance causes equipment failure.

COMPUTER LAB ASSISTANT
Duties and Standards

Most Important (10) to Least Important (5)

10. Maintains the computer lab and office computer equipment.
    Std: Computer problems are identified not less than one hour prior to the start of a class period.
    Std: Routine maintenance schedules are followed and action initiated to correct problems on a daily basis.

9. Assists students and faculty in the operation of lab computers.
    Std: Not more than two scheduled lab periods are missed without a valid excuse during the term.

8. Acts as a teaching assistant in the lab.
    Std: Coordinates requests for assistance not later than one week prior to class period.

7. Projects needs and costs for future computer requirements.
    Std: Coordinates computer needs with faculty and director and submits proposal and costs two weeks in advance of annual budget submission.

6. Develops computer programs for office and lab.
    Std: Responds to requests for program modification or new programs with proposed schedule for completion within one week of request.

5. Assists evening assistant.
    Std: Performs assistant duties upon request unless lab duties conflict.

    Assists in arranging classrooms (tables and chairs).
    Std: Upon request ensures classrooms are set up in accordance with instructor's specifications.

EVENING OFFICE ASSISTANT
Duties and Standards

Most Important (10) to Least Important (7)

10. Greets public and responds to requests for information.
Std: No more than one valid complaint is permitted per term where employee was rude to a customer or incorrect information was provided.

9. Types, files and makes copies as required.
Std: Final copies of typed documents will have no more than two typographical or grammatical errors per five documents submitted for signature/approval.
Std: Files are retrievable within ten minutes of requests for them.
Std: No more than one out of ten copies is unusable.

8. Maintains library.
Std: No more than one occasion per term where reserve books are not available.
Std: No more than one book per term is unaccounted for due to poor record keeping.

7. May be required to assist with sales and shipment of textbooks.
Std: Sales actions conform to requirements for receipts and inventory control. No more than one error is permitted per term.

Assists in arranging classrooms (tables and chairs).
Std: Ensures classrooms are set up in accordance with instructor specifications.

Controls, distributes, inventories and maintains audio-visual (A-V) equipment.
Std: No more than one occasion per term where requested A-V equipment is not available for class.
Std: No more than one occasion per term where lack of maintenance causes equipment failure.

FINANCIAL AID COORDINATOR
Duties and Standards

Most Important (10) to Least Important (7)

10. Assembles and distributes financial aid packets to students and briefs them on application procedures.
    Std: Packets are available three weeks prior to the start of a term.
    Std: A complete briefing is provided to each student requesting a packet.

9. Reviews completed forms for accuracy and shows required video.
    Std: No more than one occasion per term where forms must be reaccomplished by applicant after acceptance by coordinator due to oversight or error.
    Std: Required videos are shown within five working days of acceptance of aid application.

8. Handles requests for additional information from the campus and the student.
    Std: Information is available from office files within ten minutes or is obtained from the main campus within two working days. Students required to provide additional information are contacted within one working day.

7. Disburses financial aid checks.
    Std: Disbursement options are explained and appropriate signatures are obtained within five working days of receipt of the check from the main campus. Filing and processing of signed checks is completed not later than the end of the following work day.

COMMUNITY RELATIONS COORDINATOR
Duties and Standards

Most Important (10) to Least Important (9)

10. Responds to inquiries from prospective students.
Std: Provides information packets, forms and describes programs and procedures with no more than one occasion per term where information was incorrect.

Assembles and maintains information packets.
Std: No more than one occasion per term where packets were not available or contained incorrect information.

Publicizes the W.U. program in the local community in a variety of media.
Std: No more than one occasion per term is allowed where incorrect information is released or media deadlines are missed.

9. Participates in trade shows, fairs, conventions and meetings to market the W.U. program.
Std: Develops an annual calendar of events and ensures funds are budgeted for attendance.

Collects and maintains data, statistics and other pertinent information to be used for reports and media releases.
Std: No more than one occasion per term where required information was not available when needed or was incorrect or incomplete.

Assists as required in processing admission applications and course registrations.
Std: Forms are correctly completed within required time limits. No more than one error resulting in invalid applications or registrations are permitted in a single term.

SUMMARY

The model that has resulted from this project should be regarded as a tool which site directors can use to more completely describe their support staff positions and the level of performance their employees should achieve. Each model job description can be used as is if it meets the requirements of a particular site. However, the models are intended to be flexible in that duties can migrate from one "title" to another at the discretion of the director. The rankings demonstrate the differences between sites and the structure and philosophy of each director. As with the duties, the rankings can be modified. Their purpose is to help establish an office hierarchy to better define authority and skill levels at each location. The broad purpose of this project is to create a system-wide support position structure which will accomodate local variations introduced by individual directors. Operating within this model framework, a comparable personnel structure can be developed across the extended campus system which will allow site directors and university administrators to better manage their personnel resources.

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APPENDIX 1

To: Webster University
Extended Campus Site Directors

January 24, 1993

Subject: Integrated Studies 600 Project

Dear Director

As the final step in my pursuit of a Masters Degree in Human Resources Development, I have developed a project involving the support staff (non-academic) of the extended campus system. This project will take the existing Handbook for Extended Campus Administration and expand it by adding a job classification system that includes a position description development process and related organization structure criteria. To that end the intent of the enclosed forms is to develop a job sheet or task list of the duties, knowledges, skills and abilities you require for each support position. Your answers will be combined with those of the other directors and analyzed to determine similarities and differences among these positions. This process should result in a comprehensive list of duties each director requires in the support positions at each site. A hierarchy of skills and tasks can then be developed for similar positions throughout the system. As I anticipate each site will have requirements not found at others, the resulting classification model will have sufficient flexibility for support positions to be customized by each director to suit the needs of each site.

I appreciate the fact that you have many other things to do in the next few weeks, and I have tried to make the forms as easy to use as possible. I have coded each form with a number to help me track responses. However, individual responses will be kept confidential from everyone except my faculty mentor should he request their review.

The enclosed list of categories is to help you consider the content and importance of each support position you have or would like to have. If others occur to you, you are invited to add them to the list and return it also. The enclosed worksheet(s) are to be filled out for each position at your site. Please list in either bullet or sentence format the major duties in each. There is neither a minimum nor a maximum number of duties. Once the list is complete, please rank them from most to least important, and write in the job title you use for the position. When you have finished, please return the forms in the enclosed envelope by 12 FEBRUARY 1993. Time permitting, forms returned after that date will be incorporated into the study.

I am grateful for the time you can devote to this request, and I will be glad to provide a summary of the responses to you after the end of the term. Please check "Summary" on the forms if you would like one. Thank you for your help.

John R. King, III

Code:_____

CATEGORIES

1. Knowledge required by the position
2. Supervisory controls
3. Guidelines or available directives
4. Complexity
5. Scope and effect
6. Personal contacts
7. Purpose of contacts
8. Physical demands
9. Work environment
10. _____
11. _____

APPENDIX 2

John King

HRD-564

7 May 1992

DESIGN FOR SKILLS TRAINING

WEBSTER UNIVERSITY SITE DIRECTORS

WORKSHOP ON SITE SUPPORT STAFF

POSITION DESCRIPTIONS

DESIGN

Subject: Support Staff Position Descriptions

Objective: Directors will learn to identify and categorize the duties, tasks, knowledge, skills and abilities required for each support staff position at all extended campus locations of Webster University. They will further be able to make clear distinctions between different levels of work difficulty and how those levels can be applied to their positions. Finally, they will leave the conference with at least one position description written for a job at their location. From the perspective of the university these descriptions will be sufficiently similar to each other to allow for a greater degree of standardization for purposes of pay, budgeting, program structure and general administrative control.

Method: Guided Discussion and Group Exercises

Time: 5 Hours

Handouts: 2 plus evaluation form

Teaching Aids: Free standing easel with 7 or 8 marker pens

Setting: Conference room with movable chairs

Introduction:

This conference session is on the agenda and is introduced by the associate dean of the graduate school of the university. The group is composed of 37 Webster University (WU) extended campus site directors each of whom operates in a reasonably independent fashion. Each site is a stand-alone operation and is unique geographically and in the population from which it draws its students. The personnel system that governs the WU staff is standard across all sites and the main campus. There are no standard descriptions of duties or definitions of responsibilities, and site directors create their own list of duties for their support staff. These may be written in outline fashion but are seldom found in any formal and consistent format. The university has decided that a more standardized approach would be in everyone's best interest and has asked me, a recent graduate of the university's HRD program, to design and present this session to the directors. Recognizing the need for site directors to make their support staff "fit" local conditions, the university wants directors to play a major role in developing these position descriptions. This training exercise will take place during the directors' annual conference in St. Louis during September.

Several months in advance of the conference, the directors were

asked to make a list of the duties their staff members performed and to bring this list to the conference. They were told that they will participate in an exercise during the conference to help WU develop the concept of support staff positions at all extended campus locations.

8:00 AM

Good Morning. I'm John King. During the next few hours, we're going to be talking about you and how you want your site offices to work. Specifically, we'll be focusing on your support staff/secretary/program assistant positions with emphasis on the skills you want them to have and the duties you want them to perform. Our primary goal today is to define the duties, knowledges, skills and abilities required in these positions and reach a consensus on how they fit together in your support staff positions.

Before we begin, let me explain who I am and why I'm here. I am currently the Civilian Personnel Officer at Pope AFB, NC. I've been a personnel specialist for almost twenty years and have worked in a variety of organizations from California to Virginia and in Turkey and Spain. I've served on the staff of a major air command and, last Spring, completed my degree in HRD at one of the extended campuses. A fairly large part of my career has been spent helping managers and supervisors define their personnel needs, and my purpose here today is to help you do the same. As you undoubtedly know, the federal personnel system is rather rule-bound and is directive in a top-down manner. WU has taken a different approach here. While they are looking for a greater degree of standardization among the various sites, they recognize

that each site has unique characteristics that must be considered in the university system. Therefore, rather than impose standard position descriptions or "PDs" on you, they want you to work together and develop something you can use most effectively. To help this process I've brought a few samples of job elements that you may find useful as guides in defining your support staff positions. I'll hand those out as we go along. By the end of this exercise, you will have created most, if not all, of the job elements you want in your positions. You, in the process, will also develop a better understanding of how each of you manage your programs. As a final note, please understand that the PDs you develop today will be what you want; they will also be open for review and modification later on if they fall short of what you need.

Are there any questions at this point?

(Wait for questions and discussion. As they develop, steer the group back to the purpose of the session and what it will do for them.)

I propose to keep this session informal and everyone should feel free to comment or question as necessary.

Now, as a first step, I propose a little brainstorming on what broad categories of job functions you can identify. Give me any that come to mind and I'll put them on this easel as we go. When

you're done, we'll take a look at what we've got and see if some sort of order or common thread runs through them.

(Brainstorming begins. It may last 10 to 15 minutes.)

Anything else? Okay, here's the handout I promised **(Handout #1 is passed out.)** The nine categories shown are one way to look at the components of a position. For our purposes here, we can use them, modify them, or ignore them. As it's almost 8:50 AM, let's take a 10 minute break. When we come back, we'll try and create some order out of this chaos.

(Break)

9:00 AM (Reconvene. Comment on any pertinent conversations and ideas heard during the break.)

To proceed with our exercise I want you to break into about six groups. If you'll start counting off **(point to someone)** 1 through 6 we'll get started. **(Counting off may leave a few odd members who will simply add to their appropriate group.)**

Now, everyone please get up and move to your group -- Group 1 here; Group 2 here; etc. Each group has the same job. Take the results of our brainstorming and the handout and try to put some order into it. You can combine, eliminate, reword or add to your lists. Once you have what you consider to be a complete and manageable list, put it in some sort of rank order. How you rank is up to you. Most to least important is fine as is easiest to

most difficult. When you're done, I'd like someone from each group to put their list on these sheets of paper and post them on the wall. Any questions? Go ahead.

(Work begins)

9:30 AM (If not before, do a time and status check. If they are almost finished, give them a few minutes more and begin the discussion. Otherwise, ask them to wrap it up by the 9:50 AM break.)

10:00 AM (Begin discussion)

Are you all fairly satisfied with what you've developed? Take a look and let's see if there is any similarity among these lists.

(Look for repeated items among groups as well as anything "missing." Draw out discussion on those items more than one group identified. The object here is to arrive at a consensus among the groups as to which categories are most important to them and how they are defined.)

10:20 AM (Not later than 10:30 AM review consensus achieved thus far. The rest of the exercise can take most of the next hour and will involve much discussion.)

Now that we have our job categories established, let's begin describing your support staff positions. You were asked to bring to the conference a list of the duties your staff performs. Take that list out, and, using this form **(Pass out copies of Handout**

#2) and the categories we've just identified, put those duties in their appropriate categories. Do this individually first, but I want you to stay in your groups and compare your lists with each other. Again, see if you can reach a consensus on the duties you've listed. Let's take a break at 10:50 and pick right back up at 11:00.

10:50 AM (Break)

11:00 AM (Reconvene)

Let me interject a quick comment here. You will probably have several distinct duties or items in each category. As you put them down, look for some kind of ranking criteria within each category. Look at this as an "easy to difficult" or "simple to complex" range of duties or skills. Not all jobs are the same nor should they be. If you have (or want to have) a certain hierarchy in your support staff, the best way to describe that hierarchy is with duties that carry different levels of responsibility, knowledge, skills and tasks.

11:20 AM (Not later than 11:30 check progress by moving from group to group. Try to have each group finish their lists by 11:50 when they break for lunch.)

12:00 Noon (One hour lunch)

1:00 PM (Reconvene)

Welcome back. Because of the number of items each group has

listed, let's do this "wallpaper" exercise a little differently. We'll start with Category 1. Any group give me their lowest ranked duty. Thank you. Does anyone else have this or something similar? Anything lower? **(Write these on the easel and modify as necessary, but keep this moving! By this time, the statements and their ranks should be fairly similar. Go through each category in this fashion until a complete list is generated. At the beginning, ask one or two members to keep track of the final decisions made in each category so the facilitator can focus on the discussion and abbreviate on the easel.)**

1:30 PM

You've done very well! I think as the final list took shape each of you could see your support staff jobs peeking out of each category. If you will give me your carefully kept notes on the final list, I will have them typed and give you clean copies by the end of the conference. You now have only two more things to do. The first will be to complete an evaluation of this session. The second will be to take the final list I'll give you back home and apply it to your support staff positions. To help me and the university evaluate this entire process, please send the university a copy of the position descriptions you develop using this final list. During the next year, we will be checking with

you to see how these are working for you. Remember, this exercise was designed to help you organize your support staff and manage more effectively. We want to know how it's working. Thank you very much for your help. You can take a break when you finish this. **(Hand out the evaluation form.)**

1:50 PM (Session ends)

SAMPLE CATEGORIES

1. Knowledge required by the position
2. Supervisory controls
3. Guidelines or available directives
4. Complexity
5. Scope and effect
6. Personal contacts
7. Purpose of contacts
8. Physical demands
9. Work environment

Handout #1

CATEGORIES AND DUTIES WORKSHEET

CATEGORY:

DUTIES:

1

2

3

4

5

CATEGORY:

DUTIES:

1

2

3

4

5

HANDOUT #2

EVALUATION OF POSITION DESCRIPTION TRAINING EXERCISE

Please circle the appropriate number and provide any written comments you feel would improve this training exercise.

1. Did this exercise improve your understanding of how your support staff can function at your site?

Not at all		Some		A great deal
1	2	3	4	5

2. Do you feel better able to control how the work in your office is assigned and accomplished?

Not at all		Some		A great deal
1	2	3	4	5

3. How well was the training exercise conducted?

Very poorly		Satisfactorily		Very well
1	2	3	4	5

4. Were the goals of this exercise met?

Not at all		Moderately		Completely
1	2	3	4	5

5. What was your overall opinion of this workshop?

Very poor		Worthwhile		Excellent
1	2	3	4	5

6. Comments: Please add any comments you may have for improving this training exercise. Use the back if you wish.